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ABSTRACT

This Child Development Associate (CDA) training module introduces the intern to the responsibilities of a professional CDA. At a high level of proficiency, the trainee is expected to be able to locate and identify colleges that have early childhood courses, early childhood education journals and professional books, and local and national early childhood professional organizations. Guides for the trainer are provided. Student materials consist of an activity list and six lessons. (Author/RH)

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CHILD DEVELOPMENT ASSOCIATE TRAINING PROGRAM

UNIT VII

THE CHILD DEVELOPMENT ASSOCIATE IN EARLY CHILDHOOD EDUCATION

Unit Overview

THE CHILD DEVELOPMENT ASSOCIATE AS A PROFESSIONAL

PS011153

1976

RESEARCH FOR BETTER SCHOOLS, INC.
1700 MARKET STREET
PHILADELPHIA, PENNSYLVANIA 19103

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THE CHILD DEVELOPMENT ASSOCIATE TRAINING PROJECT

Unit VII

THE C.D.A. AS A PROFESSIONAL

Unit Overview

Product Developer

Helene Gerstein

Project Director

Marcella Lingham

A Joint Project of: Community College of Philadelphia
Research For Better Schools, Inc.
School District of Philadelphia

Unit VII

Unit Overview

Resource Person Directions

PURPOSE OF THE ACTIVITY	EQUIPMENT AND MATERIALS	DIRECTIONS
To provide the trainee with an introduction to some basic knowledge and concepts about the C.D.A. as a professional.	Activity Folder U7 - Overview	1. Have trainees read unit overview. 2. Be available to answer questions.

Unit VII

Unit Overview

Trainee Directions

PURPOSE OF THE ACTIVITY	EQUIPMENT AND MATERIALS	DIRECTIONS
To provide you with an introduction to some basic knowledge and concepts about the C.D.A. as a professional.	Activity Folder U5 - Overview	1. Read the unit overview.

Unit VII

Unit Overview

THE C.D.A. AS A PROFESSIONAL

This unit is about becoming a Child Development Associate. It is about what it means to be a Child Development Associate. It is about what it means to be a professional. It is about the responsibility you take on when you decide to work with young children.

Becoming a professional person means making a commitment to whatever it is you are going to do. That commitment means knowing as much as you can about your field. It means always learning about the new things in your field. It means knowing what others are doing and thinking about in your field. Making a commitment to your field means assuming responsibility for being a part of your field.

Becoming a professional Child Development Associate means making a commitment to being a competent early childhood teacher. It means knowing as much as you can about working with young children. It means continuing to learn about working with young children. It means joining organizations where you can hear from others what they are doing. It means taking seriously your job as a teacher of young children.

There is one module in this unit. This module will give you:

1. A history of early childhood education.
2. An understanding of how you continue to learn about early childhood education.
3. An understanding of what professional organizations you can belong to in early childhood education.
4. An understanding of the responsibilities you assume when you become a professional Child Development Associate.

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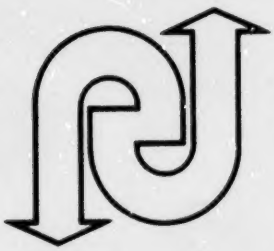
CHILD DEVELOPMENT ASSOCIATE TRAINING PROGRAM

UNIT VII

THE CHILD DEVELOPMENT ASSOCIATE IN EARLY CHILDHOOD EDUCATION

Module 1

UNDERSTANDING WHAT IS BEING A PROFESSIONAL CHILD DEVELOPMENT ASSOCIATE



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1700 MARKET STREET
PHILADELPHIA, PENNSYLVANIA 19103

THE CHILD DEVELOPMENT ASSOCIATE TRAINING PROJECT

Unit VII

THE C.D.A. AS A PROFESSIONAL

Module 1

UNDERSTANDING WHAT IS BEING A PROFESSIONAL C.D.A.

Product Developer

Helene Gerstein

Project Director

Marcella Lingham

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Unit VII

Module 1

COMPETENCY

The trainee assumes responsibility and demonstrates his/her ability to be professional within the classroom, within the center, and within the field of Early Childhood Education.

INSTRUCTIONAL OBJECTIVES

Entry	Intermediate	Mastery
The trainee will know about the history of Early Childhood Education.	The trainee will understand the importance of the history of Early Childhood Education.	The trainee will be able to identify, justify, plan and implement ways which promote his/her growth as a professional.
The trainee will know about the basic elements of professionalism.	The trainee will be able to identify and justify the basic elements of professionalism.	

Unit VII

Module 1

BEHAVIORAL OBJECTIVES

Mastery

Given a series of tasks, the trainee will be able to locate and identify colleges that have Early Childhood courses, Early Childhood Education journals and professional books, and local and national Early Childhood professional organizations with 85% accuracy.

Unit VII

Module 1

Trainee Directions

MODULE 1

UNDERSTANDING WHAT IS BEING A PROFESSIONAL C.D.A.

TRAINEE _____

INSTRUCTOR _____

FIELD SUPERVISOR _____

	How Many?		
Class			Regularly Scheduled Class Day
Field		At Your Center	Time To Be Scheduled With The Field Supervisor

Unit VII

Module 1

TRAINEE ACTIVITY LIST

ACTIVITY	MODE OF INSTRUCTION	MATERIALS
1. An Introduction To the Module	I	Activity Folder UVII-M1-A1
2. A History of Early Childhood Education	I	Activity Folder UVII-M1-A2
3. Continuing To Learn About Preschool Education	I	Activity Folder UVII-M1-A3
4. Joining Preschool Professional Organizations	I	Activity Folder UVII-M1-A4
5. Assuming The Responsibilities Of A Professional C.D.A.	I	Activity Folder UVII-M1-A5
6. Becoming A Child Development Associate	I	Activity Folder UVII-M1-A6

I = Individualized

Unit VII

Module 1

RESOURCE PERSON AND FIELD SUPERVISOR ACTIVITY LIST

ACTIVITY	MODE OF INSTRUCTION	MATERIALS
1. An Introduction To the Module	I	Activity Folder UVII-M1-A1
2. A History of Early Childhood Education	I	Activity Folder UVII-M1-A2
3. Continuing To Learn About Preschool Education	I	Activity Folder UVII-M1-A3
4. Joining Preschool Professional Organizations	I	Activity Folder UVII-M1-A4
5. Assuming The Responsibilities Of A Professional C.D.A.	I	Activity Folder UVII-M1-A5
6. Becoming A Child Development Associate	I	Activity Folder UVII-M1-A6

I = Individualized

Unit VII

Module 1

Resource Person Directions For Activities

ACTIVITY	DIRECTIONS
1. An Introduction To The Module	Be available to answer questions.
2. A History of Early Childhood Education	Be available to answer questions.
3. Continuing To Learn About Preschool Education	Be available to answer questions.
4. Joining Preschool Professional Organizations	Be available to answer questions.
5. Assuming The Responsibilities Of A Professional C.D.A.	Be available to answer questions.
6. Becoming A Child Development Associate	None; See Field Supervisor Directions.

Unit VII

Module 1

Field Supervisor Directions For Field Activities

ACTIVITY	PURPOSE(S)	PROCEDURES
6 Becoming A Child Development Associate	To have trainees become familiar with the different ways available which will help her/him become a competent preschool teacher.	1. Read the activity. 2. Set up a time to meet with the trainee to review the information collected. 3. Trainee has achieved mastery if all the required information has been gathered and is correct. 4. If trainee does not achieve mastery, help trainee identify the problem and have trainee repeat that portion of the activity.

Unit VII

Module 1

Trainee Directions For Activities

ACTIVITY	DIRECTIONS
1. An Introduction To The Module	Read the activity.
2. A History Of Early Childhood Education	Read the activity.
3. Continuing To Learn About Preschool Education	Read the activity.
4. Joining Preschool Professional Organizations	Read the activity.
5. Assuming The Responsibilities Of A Professional C.D.A.	Read the activity.
6. Becoming A Child Development Associate	Read the activity and follow the directions.

Unit VII

Module 1

ACTIVITY 1

AN INTRODUCTION TO THE MODULE

In this module you will learn all the things you should know about becoming a professional Child Development Associate. You will learn:

- A history of the field you are becoming a part of;
- How to keep up with new things in your field;
- How to learn about and join professional organizations in your field;
- How to assume responsibility for being a Child Development Associate.

Becoming a Child Development Associate is a very important thing. It is important because young children are very important. They are important to our world because they are our future. Young children need the very best schooling we can give them. That is why they need competent teachers. We owe it to our future adults to give them the best education we can.

Getting ready to become a Child Development Associate has taken a lot of time and work and effort. You have learned about helping children to develop socially, emotionally, physically and intellectually. You have learned how to plan for and manage a preschool classroom. You have learned how to reduce and prevent accidents in your classroom. All of these things have helped make you a competent teacher. Once you become a C.D.A., it will have been worth the work and the time

Activity 1 (Continued)

and the effort. It will have been worth it to you because you can be proud of yourself. You will know that you have the knowledge and the skills and the techniques that you need to be a good teacher. It will also be worth it for the children you teach. You will know that you are able to give them the best educational experiences you can. Becoming a C.D.A. is good for you and for the children you teach.

The last part of being a competent teacher is to know and understand what it means to be a professional teacher. That is what this module is all about. When you complete the module you should know:

- Some history of Early Childhood Education;
- How to keep up with new things in your field;
- How to join organizations in your profession;
- How to be a responsible C.D.A.

Unit VII

Module 1

ACTIVITY 2

A HISTORY OF EARLY CHILDHOOD EDUCATION

Early Childhood Education in the United States was looked at in two ways until the 1960's. They were:

1. Nursery schools.
2. Day care centers.

Nursery schools were seen as educational institutions which taught academics and were concerned with helping children develop socially, emotionally, physically and intellectually.

Day care centers were seen as institutions where children were to be taken care of while their mothers' worked. Little or no attention was paid to children's development or academic teachings.

Although we still have day care centers and nursery schools, the major differences between the two has to do with the length of time a child attends school. Nursery schools usually are 1/2 day, 5 days a week. The 1/2 day is usually from 9 - 12. Some nursery schools have a full day program - a full day usually being from 9 a.m. - 3 p.m. Day care centers are usually open at 7 a.m. and close at 6 p.m. This is so because children of working mothers need to be taken care of for longer periods of time. Today both the nursery school and the day care center focus on the same thing - that is the social, emotional, physical and intellectual development of the child. In order to understand Early Childhood Education as it is today we will look at a history of day care in the United States and a history of the nursery school in the United States.

Activity 2 (Continued)

A HISTORY OF DAY CARE

The first day nursery was started in 1838 by Mrs. Joseph Hale to take care of seamen's wives and widows. In 1854 a day care center was started at a hospital in New York City for children of working mothers who had been patients at the hospital. In 1863, Philadelphia started a day care center for children of women who worked in hospitals and factories during the Civil War. By 1898 around 175 day nurseries were running in various parts of the country. This caused the National Federation of Day Nurseries to be started to unite everybody's efforts to care for young children.

Although day care centers have been in existence for over one hundred years, they were never accepted as good for children. It was always felt that mothers belonged at home taking care of their own children. In 1913, twenty states wrote laws which gave financial aid to needy mothers. The money was not enough, so mothers kept working and day care centers continued. Because working mothers were not accepted, no public support was given them and so they were never very good.

The depression brought about the largest growth in day care. President Roosevelt provided money for day nursery schools to take care of children of unemployed, needy parents. It was also a way to offer jobs to unemployed day nursery school teachers. It was the first time the government recognized that the care of young children was important and should get public money.

Activity 2 (Continued)

World War II brought about public acceptance of day care. So many mothers had to work to help the war effort that day care became a necessity. Many more centers were set up and a good deal more public money given to run them.

In the 1950's, although there were 5 times more working mothers than in the forties, it was no longer acceptable to continue day care centers. The public returned to the feeling that children should be taken care of at home by their mothers.

In 1969 the Child Welfare League finally included social, emotional and intellectual development as part of their thoughts about day care. It was no longer just care and protection. The sixties also saw the beginning of Head Start and with that the acceptance of the importance of educating the preschool child.

A HISTORY OF NURSERY SCHOOL

The first nursery school was started in Chicago in 1915. It was started by a group of faculty wives at the University of Chicago so their children could have a chance to play with other children in a wholesome way. It also gave the wives free time.

In the 1920's several colleges and universities set up experimental centers that did research in child care and development. They were opened in New York, Detroit and Boston. They were at the Universities of Iowa, Minnesota, Chicago and California. These experimental centers did a lot to help people learn about young children - how they grew and developed. Nursery schools continued to grow. They were

Activity 2 (Continued)

private and for the middle class. Their major focus was to provide planned social situations for young children and good educational experiences.

Today both nursery schools and day care centers have the same goals - the physical, emotional, social and intellectual development of the child. Schools for the preschool child are now accepted as important for the middle class, the upper class and the lower class alike. More women and mothers from all classes are working - some because they need to - some because they want to. In either case, all women want good care and educational experiences for their children.

The job of the professional C.D.A. is to understand how preschool centers came about in this country and why. It is her job to know what can and should be done now. It is her job to help fight for laws and money so that quality education can be offered to the children she will be teaching. That is part of a professional's responsibility.

ACTIVITY 3

CONTINUING TO LEARN ABOUT PRESCHOOL EDUCATION

C.D.A. training has helped you learn many important things. It has helped you learn how to manage a classroom, how to reduce and prevent accidents, and how to provide for the physical, social, intellectual and emotional needs of your children. You have a good beginning for being a good teacher. But you are not finished learning. A teacher is never finished learning. That is because all children are different so we must always learn from new or different children coming to our centers. It is also so because researchers and scholars are continuing to study children and learn more about what they need. Your job is to be aware of any new things that researchers and scholars report about. Teachers must always continue to learn as much as they can about how young children grown and develop. They must continue to learn about different kinds of lessons and activities which will help children grow and develop.

There are many ways that a teacher can continue to learn about preschool education. They are:

- Taking college courses;
- Taking in-service seminars and workshops;
- Subscribing to professional journals and magazines;
- Reading professional books;
- Joining professional organizations.

Activity 3 (Continued)

TAKING COLLEGE COURSES

It is up to the C.D.A. to find out the colleges and universities in her community which offer courses in Early Childhood Education. If it is possible to get a degree from the college or university, that should be done. That is because a teacher will probably get a higher salary if she has a degree. If taking courses is too much money, the C.D.A. should ask the agency for whom she works what is available in scholarships or loans for taking college courses. All agencies like teachers who want to better themselves professionally. They will try to help if they can. They will also remember your interest when a promotion comes up.

TAKING IN-SERVICE SEMINARS AND WORKSHOPS

It is good to take whatever workshop and seminars you can because:

- They are usually free;
- You can learn many new things from them;
- You will learn what the institution or agency that you work for feels is important for young children;
- You will grow professionally.

SUBSCRIBING TO PROFESSIONAL JOURNALS AND MAGAZINES

Professional journals and magazines are important for the following reasons:

- They keep you aware of what is happening all over the country;
- They have articles by other teachers just like you;

Activity 3 (Continued)

- They have good hints and suggestions for teachers;
- They have advertisements that tell you what materials and equipment can be purchased.

READING PROFESSIONAL BOOKS

Professional books are the next best thing to taking a course. They are written by the top people in the field. There are many different kinds of professional books available for the teacher. They are:

- Books which tell you about research in preschool education;
- Books which tell the author's opinion about good preschool education;
- Books which tell you some lessons and activities you can use in your classroom to teach different things.

All books and journals can be found in a library. Many times the agency or institution that you work for has its own library. You need to find out if there is one and how you can get the books or journals you want. You must also find out who to contact, if you want certain journals or books put in the library.

ACTIVITY 4

JOINING PRESCHOOL PROFESSIONAL ORGANIZATIONS

Another way of demonstrating your professionalism is to join a professional organization. Professional organizations have several advantages. They are:

- You have an opportunity to meet and talk to people who do the same things you do;
- You have an opportunity to share thoughts and ideas with other teachers;
- You get to know what is happening in your field in your own city, in your state, and at the federal level;
- You have an opportunity to meet the important people in your field in your city;
- If you join a national organization you sometimes get a professional journal at no extra charge;
- You get to hear about jobs that are available to you;
- Joining a professional organization is tax deductible.

HOW DO YOU JOIN A PROFESSIONAL ORGANIZATION?

The best way to start looking into professional organizations is to ask people you work with about them. Ask teachers or supervisors or directors or administrators in your agency or institution. Arrange to go to a meeting as someone's guest. While you are at the meeting, you can get an application for membership. If the organization is a national organization, you can find out about them from your local organization, from others where you work, or at the library.

Activity 4 (Continued)

Joining a professional organization is important to you as a teacher, so you can continue to grow and learn. It is also important for your field. Unless people get together so they can work to better the quality of education, then Early Childhood will never be as good as it should be. It is up to every person involved in working with young children to do whatever they can to improve themselves and their field. One of the ways to do it is to join a professional organization.

Unit VII

Module 1

ACTIVITY 5

ASSUMING THE RESPONSIBILITIES OF A PROFESSIONAL C.D.A.

You have learned what you have to do to continue to grow in and learn about your field. That is a very big part of being a professional C.D.A. It is also a very big part of the responsibility you assume when you become a C.D.A. There are other responsibilities that you take on when you become a C.D.A. They are:

Ethics - You have a responsibility to keep everything you are told or know about your children and their families in strict confidence. That means you can not talk to anyone about them except other professionals.

Honesty - You have a responsibility to be honest about everything you do. That means you must be honest with parents, children and other professionals. If you have made a mistake you must own up to it and try to correct it. If a parent wants to know about his/her child you must tell them what you can without making judgments.

Objectivity - You have a responsibility to put aside your feelings or opinions about children, parents and other staff and talk about only what you know to be so. You can know things by observing and recording things. What you feel is of no value to anyone. What is of value is what you as a teacher have observed and/or written down.

Activity 5 (Continued)

Trustworthiness - It is your responsibility to have the people you work for and with trust you - to be a good teacher, to be committed to the children you work with, and to know what you are doing. People will trust you if they know you want to learn more about your field, if you are ethical, honest and objective. They will trust you if you behave like a competent teacher.

Unit VII

Module 1

ACTIVITY 6

BECOMING A CHILD DEVELOPMENT ASSOCIATE

Once you have been assessed and credentialed, you have just begun to become a C.D.A. The next steps are the things that really make you a competent preschool teacher. These steps are:

1. Continuing to learn about preschool education;
2. Joining professional organizations.

For mastery of this module you are to do the following things:

1. Find out and list the colleges that have Early Childhood courses for you to take in your city. (Look at the childhood courses and list two that you feel would help you to continue to grow.)
2. Find out and list two journals or magazines in Early Childhood Education;
3. Find out and list three Early Childhood professional books;
4. Find out and list two professional organizations in your city. (Put a check next to the one you intend to join.)
5. Find out and list two professional organizations which are national organizations. (Put a check next to the one you intend to join.)

When you have finished making your list, contact your Field Supervisor and show it to her.